



**Statewide Dual Credit Introduction to Sociology Learning Objectives (SOCI 1010)  
(Sociology #3432)**

**General Course Objectives for Sociology**

1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, social and economic structures and forces.
3. Understand and explain how geographic locations and cultural aspects differ between societies.
4. Understand how political, economic and family institutions differ from one society to the next and explain how one's own belief system may differ from others.
5. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.
6. Examine the impact of social scientific research on major contemporary issues and on individuals and society.
7. Take ethical stands based on appropriate research in the social sciences.
8. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social sciences.

**Origins of Sociology**

1. Understand the origins of Sociology.
2. Understand the significance of the contributions of the founders of Sociology, in particular, the theoretical perspectives they developed:
  - August Comte
  - Emile Durkheim
  - Herbert Spencer
  - Karl Marx
  - Max Weber
  - W.E.B. DuBois
  - Jane Addams
  - C. Wright Mills
  - Ida Wells-Barnett
  - Harriet Martineau
  - Robert Merton
  - George Herbert Mead
  - Erving Goffman



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**Key Concepts:**

- Structural Functionalist
  - Manifest consequence/function
  - Latent consequence/function
  - Dysfunctions
- Social Conflict
  - Inequality
  - Prejudice
  - Discrimination
- Symbolic interaction
  - Social construction of reality
  - Macro level
  - Micro level
  - Global perspective

**Theoretical Perspectives**

1. Identify the major sociological perspectives/theories.
2. Compare and contrast functionalism, conflict theory, symbolic interactionism, and feminism.
3. Distinguish between quantitative and qualitative methods of research.

**Key Concepts:**

- The Sociological Imagination
- Structural Functionalism
- Conflict/Marxism
- Symbolic Interactionism
- Feminism
- Social facts
- Verstehen
- Social reform
- Social analysis
- Quantitative research
- Qualitative research



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- Variables
  - Independent
  - Dependent
  - Controlled
- Reliability/validity
- Survey
- Questionnaire
- Observations
  - Participant
  - Non-participant
- Interviews
- Population
- Samples

**Culture**

1. Be able to define the term culture.
2. Be able to describe the various cultural universals.
3. Be able to define and discuss globalization.
4. Be able to describe and discuss the various sociological perspectives on culture.
5. Be able to define and discuss the prominent characteristics of American culture.
6. Be able to define and discuss the various elements of culture.
7. Be able to define discuss the various cultural variations.
8. Be able to define and discuss ethnocentrism.
9. Be able to discuss the controversies surrounding bilingualism and immigration policies in the United States.

**Key Concepts:**

- Ethnocentrism, Cultural Relativity
- Material/non material culture
- Technology
- Sapir Worf hypothesis/linguistic relativity
- Values, norms, folkways, mores, Ideology
- Subcultures and counter cultures



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- Statuses (ascribed and achieved)

**Groups**

1. Demonstrate the ability to analyze the different aspect of social interaction and explain the differences between the different types of groups and to begin to understand how groups influence individuals, as well as how individuals influence groups.
2. Demonstrate the ability to analyze the motivations for individuals participating in various types of groups.
3. Demonstrate the ability to apply knowledge about bureaucracy to student experiences with them.
4. Identify and compare the two types of group leaders (Instrumental or “task oriented” and Expressive or “socioemotional”).
5. Identify and compare the three types of group leadership styles commonly found within groups (authoritarian, democratic, and laissez-faire).
6. Define the term “group dynamics” and describe how group dynamics are affected by group size, types of leaders, and leadership styles.
7. Discuss the significance and implications of the Solomon Asch experiment and the Stanley Milgram experiment as they relate to peer pressure and obedience to authority.
8. Define Irving Janis's term “groupthink,” and discuss why it is dangerous, as well as what can be done to prevent it.

**Key concepts:**

- Groups, aggregates, category
- Dyads, triads
- Status, roles, master status
- Primary, secondary, reference groups
- Bureaucracy



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**Socialization**

1. Understand the evidence supporting what most determines human behavior: nature or nurture and provide evidence supporting each position.
2. Understand how studies of feral, isolated, and institutionalized children provide evidence that social contact and interaction is essential for healthy human development.
3. Be able to define the socialization process and explain why babies do not "naturally" develop into human adults.
4. Understand, distinguish between, and relate the strengths and limitations of the following theorists' insights on human development: Charles Horton Cooley, George Herbert Mead, Jean Piaget, Lawrence Kohlberg, Carol Gilligan, and Sigmund Freud.
5. Understand what is meant by gender socialization and how the family, media, and other agents of socialization teach children to act masculine or feminine based on their sex.
6. Understand of the "gender messages" in the family and mass media, then be able to discuss how these messages may contribute to social inequality between men and women.
7. Understand why socialization is a lifelong process and list, define and discuss responsibilities that typically accompany different stages of life. Be able to list, define and discuss the stages of childhood, adolescence, transitional adulthood, middle years, and later years.

**Key Concepts:**

- Freud's the id, the ego, and the superego.
- Kohlberg & Gilligan on moral development
- Jean Piaget on cognitive development.
- Charles Cooley - the "looking glass self"
- Mead's theory on the development of the personality; the "I" and the "Me"
- Self-esteem, self-concept, efficacy
- Primary, secondary, anticipatory and re-socialization (total institutions)
- Dramaturgy and impression management
- Types of marriages, (exogamy, endogamy, polyandry, polygyny)
- Cohabitation
- Same-sex unions
- Patterns of Descent, Authority, and stages (courtship, marriage, child rearing,) and life course
- Agents of socialization (family, peers, education, media)



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Deviance and Social Control

1. Understand deviance and explain why it is relative from a sociological perspective.
2. Understand and explain the significance of norms and the importance of using social control methods such as shaming and degradation ceremonies to enforce norms.
3. Understand and explain deviance from the symbolic interactionist perspective, describing and applying the various components of differential association theory, control theory, and labeling theory.
4. Be able to list, describe and discuss the five techniques of neutralization and provide examples of each.
5. Be able to explain and identify which functions deviance fulfills for society from the functionalist perspective.
6. Understand and discuss strain theory and discuss its social implications.
7. Understand and discuss the role *power* plays in defining and punishing deviance.
8. Understand and explain how the criminal justice system legitimates and perpetuates social inequality from the conflict perspective.
9. Understand and explain what is meant by “the medicalization of deviance” and why some sociologists view mental illness as more of a social, rather than biological, condition.

Key theorist:

- Howard S. Becker
- William Chambliss
- Richard Cloward and Lloyd Ohlin
- Emile Durkheim
- Robert Edgerton
- Harold Garfinkel
- Erving Goffman
- Travis Hirschi
- Robert Merton
- Walter Reckless
- Edwin Sutherland
- Resham Sykes and David Matza
- Thomas Szasz



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**Key Concepts:**

- Control theory
- Crime
- cultural goals
- degradation ceremony
- deviance
- differential association
- illegitimate opportunity structure
- medicalization of deviance
- negative sanction /positive sanction
- recidivism rate
- social control/ social order
- stigma
- strain theory
- street crime
- techniques of neutralization
- white-collar crime



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Economic Stratification

1. Understand and be able to describe and provide examples of the major systems of social stratification.
2. Understand the basic components of economic stratification: class, wealth, power, status.
3. Understand and identify income and wealth inequality distributions in the U.S.
4. Understand and identify how resources (such as income, education, wealth) are unequally distributed in the U.S and be able to explain how stratification was created and is maintained structurally.
5. Understand the three perspectives (functionalism, conflict and symbolic interactionists) on stratification.
6. Understand the functions that social stratification provides for society as described by Kingsley Davis and Wilbert Moore.
7. Understand the views of Karl Marx and Max Weber and be able to describe the major points of disagreement regarding the meaning of social class in industrialized societies.
8. Understand and explain how the federal government defines poverty.
9. Identify the major characteristics of the poor in the United States (race/ethnicity, gender, age).
10. Understand Oscar Lewis's Culture of Poverty.

Key Theorist:

- Kingsley Davis and Wilbert Moore
- W. E. B. Du Bois
- John Kenneth Galbraith
- Oscar Lewis
- Karl Marx
- Gaetano Mosca
- Melvin Tumin
- Immanuel Wallerstein
- Max Weber





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**Key Concepts:**

- Ascribed status/achieved status
- Open/closed stratification
  - Caste/Class
  - Estate system
- Inequality
- Class and social mobility
  - Vertical, Horizontal, intergenerational, intergenerational
- False consciousness/class consciousness
- Property, power, prestige
- Socio-economic status
- Wealth and poverty
- Intersectionality (advantages and disadvantages of the ascribed statuses and how they intersection creating degrees of dis/advantage)



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**Race and Ethnicity**

1. Understand and be able to distinguish between the terms "race" and "ethnicity."
2. Understand race as a social construction.
3. Understand and explain the limitations of describing race as a biological phenomenon.
4. Describe the various population patterns of racial and ethnic diversity in the United States.
5. Discuss the relative economic positions of various racial and ethnic groups in the United States.
6. Describe the characteristics of minority groups and dominant groups.
7. Describe ethnic identity and analyze the four factors that heighten or reduce it.
8. Distinguish and differentiate between prejudice and discrimination.
9. Describe and distinguish between individual discrimination and institutional discrimination.
10. Analyze the psychological and sociological theories of prejudice.

**Key Concepts:**

- Prejudice/discrimination
- Majority/minority
- Institutional racism (or discrimination)
- Critique of "color blind" society (ignore racial stratification)
- Major patterns of racial inequality- in educational attainment, in occupational attainment, in wages, in housing, in income and wealth accumulation
- Assimilation
  - Primary and secondary interaction
  - Acculturation
- Vicious cycle of prejudice and discrimination



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**Sex and Gender**

1. Understand and explain the difference between sex and gender and describe how the two terms are used and misused.
2. Understand and explain the difference between sexual orientation and sexual preference.
3. Understand and explain how gender inequality exists and plays out in major institutions such as workplace, the family, income/wages, education etc.
4. Describe the social construction of gender roles.
5. Discuss the various sociological views used to explain gender stratification.
6. Define sexism and discuss the effects of sex discrimination.
7. Discuss the status of women in the U.S. and worldwide.
8. Discuss the impact gender roles and stereotypes on men and women in the U.S., particularly in the context of economic, political, and family life.

**Key concepts:**

- Sex
- Gender
- Gender inequality
- Feminism
- Gender
- gender stratification
- glass ceiling
- matriarchy/ patriarchy
- sex/ sexual harassment
- Sexual orientation (heterosexual, homosexual, asexual, bisexual)
- Homophobia/heterosexism
- Pornography
- Prostitution



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**Marriage and Family**

1. Understand and be able to discuss some of the different ways that family systems can be organized and classified.
2. Be able to list and explain the common cultural themes that run through marriage and the family.
3. Be able to list and explain the basic societal needs family fulfills.
4. Be able to explain marriage & family form the point of view of the following theoretical perspectives: functionalist, conflict and symbolic interaction.
5. Understand and be able to discuss characteristics and concerns of one-parent, childless, blended, and gay and lesbian families in the United States.
6. Be able to identify and explain the general patterns and trends in marriage and family life in the United States, and discuss how these are reflected in postponement of marriage, cohabitation, single motherhood, the sandwich generation, divorce, and remarriage.
7. Be able to identify and explain the different measures of divorce rates, the adverse effects of divorce on children, and the factors that most help children adjust to divorce in the United States.
8. Understand and explain how divorce affects men and women differently.
9. Understand and identify the characteristics that produce happy marriages and happy families.
10. Understand and be able to describe the "dark side" of family life as it relates to battering, child abuse, marital rape, and incest.

**Key Terms/Concepts:**

- arranged marriage
- bilineal (system of descent)
- blended family
- cohabitation
- egalitarian
- endogamy/ exogamy
- extended family
- family
- family of orientation
- family of procreation
- homogamy



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- household
- incest/ incest taboo
- machismo
- marriage
- matriarchy
- matrilineal (system of descent)
- nuclear family
- patriarchy
- patrilineal (system of descent)
- polyandry
- polygyny
- romantic love
- serial fatherhood
- system of descent

Key theorist:

- Philip Blumstein and Pepper Schwartz,
- Urie Bronfenbrenner
- Donald Dutton and Arthur Aron
- David Finkelhor and Kersti Yllo
- Mavis Hetherington
- Melvin Kohn
- Jeanette & Robert Lauer
- Diana Russell
- William Sayres
- Nicholas Stinnett
- Murray Straus
- Judith Wallerstein



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Education

1. Be able to explain and summarize the development of modern education
2. Be able to discuss the links between democracy, industrialization, and universal education.
3. Understand and compare education in earlier societies; explain how and why the concept of education changes as society becomes more industrialized.
4. Be able to explain the function of education from the functionalist perspective. Include in the discussion an evaluation of manifest and latent functions of education.
5. Be able to identify how education has replaced certain family functions, the reasons for this transition, and what is the problem that this situation has created from the functionalist perspective.
6. Be able to explain and discuss the different ways the education system reinforces basic social inequalities from the conflict perspective,
7. Be able to explain and discuss the effects of teachers' expectations on students' performances from the symbolic interactionist perspective.
8. Understand and be able to explain what is meant by "the hidden curriculum" and the purposes it serves in the education system.
9. Be able to identify and discuss the major problems that exist within the U.S. educational system and evaluate some of the potential solutions.



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**Key Concepts:**

- correspondence principle
- credential society
- cultural transmission of values
- education
- functional illiterate
- gatekeeping
- grade inflation
- hidden curriculum
- latent functions
- mainstreaming
- mandatory education law
- manifest/latent functions
- self-fulfilling prophecy
- social placement
- social promotion
- tracking

**Key theorist:**

- Samuel Bowles and Herbert Gintis
- Anthony Carnevale and Stephen Rose
- James Coleman and Thomas Hoffer
- Randall Collins
- Kingsley Davis and Wilbert Moore
- Adrian Dove
- Adrian Dove
- Harry Gracey
- Robert Merton
- Talcott Parsons
- Ray Rist
- Robert Rosenthal and Lenore Jacobson



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**Religion**

1. Be able to define religion and explain its essential elements.
2. Be able to describe the functions and dysfunctions of religion from the functionalist perspective.
3. Apply the symbolic interactionist perspective to religious symbols, rituals, and beliefs and be able to discuss how each of these help to establish and/or maintain communities of like-minded people.
4. Be able to explain and discuss how religion supports the status quo, as well as reflects, reinforces, and legitimizes social inequality from the conflict perspective
5. Be able to summarize Max Weber's analysis of religion and the spirit of capitalist and discuss Weber's explanation of the significance of religion on capitalism.
6. Be able to identify the major characteristics of the world's major religions.
7. Be able to explain how religious membership varies by region, social class, age, and race–ethnicity.
8. Be able to describe and discuss the major features of religious groups in the United States.

**Key Concepts:**

- Animism
- anti-Semitism
- born again
- charisma
- charismatic leader
- church
- cult
- denomination
- ecclesia
- evangelism
- fundamentalism
- monotheism/ polytheism
- profane
- Protestant ethic
- Reincarnation
- Religion
- religious experience





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- rituals
- sacred sect
- secular/secularization of culture
- spirit of capitalism
- state religion

**Politics and the Economy**

1. Understand and explain the difference between power and authority.
2. Understand and explain different aspects of the social institutions of politics and economy and to analyze how power works within each.
3. Understand and explain the Pluralist model of American politics.
4. Understand and explain the concept of the Power Elite as described by C. Wright Mills and demonstrate the application of this concept to an understanding of the interrelationships between government, military, and businesses.
5. Understand and be able to describe the basic components of capitalism, differentiate between laissez-faire and welfare capitalism, and understand how and why welfare capitalism developed in the United States.
6. Understand and be able to describe the ideologies of capitalism and socialism, the criticisms of capitalism and socialism, and the convergence of capitalism and socialism.
7. Understand and be able to explain the functionalist view of the globalization of capitalism, including the functional aspects of work, corporations, and the global division of labor.
8. Understand and be able to describe the inner circle of corporate capitalism and how, according to the conflict perspective, members of the inner circle consolidate their power and maximize their profits at the expense of workers.
9. Understand and be able to define the term “underground economy” and discuss the extent of this underground economy in the United States.
10. Understand and be able to discuss recent changes in the U.S. economy relating to the buying power of paychecks, new technologies, and downsizing.



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**Key Concepts:**

- Politics
- Power/authority
- Traditional, legal-rational and charismatic authority
- Monarchy, democracy, dictatorship, oligarchy
- Power Elite
- Interlocking directorates
- Pluralist Model
- Economy
- Types Capitalism
- State, Welfare, laissez faire
- conspicuous consumption
- convergence theory
- corporate capitalism
- credit card/currency/debit card
- Socialism
- Parts of the economy
- underground economy
- Corporations and Conglomerates
- Monopoly
- Oligopoly
- Profession
- Labor unions
- Outsourcing
- Downsizing
- Offshoring



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**Globalization and Social Change**

1. Understand and explain basic concepts about the causes and features of social change.
2. Understand and apply theoretical perspectives on social change to contemporary social changes.
3. Understand and compare the advance of globalization in our society to other societies, using both modernization and dependency theories.

**Key concepts:**

- Modernization
  - Mechanical solidarity
  - Organic solidarity
- Urbanization
  - Metropolis
  - Suburbs
  - megalopolis
- Gemeinschaft
- Gesellschaft
- Urban ecology
- Global warming
- Environmental racism
- Ecological sustainable culture
- Environmental deficient
- High-income (industrialized/core) , middle- income(semi peripheral) and Low income countries (peripheral)
- Absolute poverty
- Relative poverty
- Colonialism
- Neocolonialism
- Multinational corporation
- Modernization theory
- Dependency theory



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**Demography**

1. Understand and explain population changes, including population aging, migration, and urbanization.
2. Interpret the causes of infant mortality and link it overall standards of living and health care in various societies.
3. Understand and explain Malthusian theory and the Demographic Transition on population growth.

**Key Concepts:**

- Fertility rates
- Fecundity
- Crude birth rates
- Mortality rates
- Infant mortality rates
- Crude death rates
- Migration/immigration
- Population pyramids
- Natural population growth
- Sex ratios